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of work. The very nature of the teaching of English is such that there must be less uniformity of method and even of course of study than in the teaching of any other subject.

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MODERN LITERATURE FOR HIGH-SCHOOL USE

The Illinois Association of Teachers of English, at its meeting last week, instructed its delegates to the National Council to bring to attention the matter of current literature suitable for high-school use. There are two things we should like to see the Council do:

1. To include in its list for class reading, study, or whatever you choose to call it, some books of the last ten years. Our present custom of using only old books in the classroom leaves the pupil with no acquaintance with the literature of the present day, from which he is sure to choose his reading after graduation.

2. To appoint a committee to compile a list of comparatively recent books suitable for home reading by the pupils. All of us feel the need of such a list, but few of us feel that, unaided, we are able to choose intelligently or even safely. Through such a committee, this Council could frame a very satisfactory list.

We hope that, in spite of the many problems pressing for solution, it will not be found impossible to make at least a beginning in this direction.

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UNIFORM GRAMMATICAL NOMENCLATURE

In the November number of the *School Review*, in my paper in the "Symposium on Grammatical Nomenclature," I expressed the opinion that our committee should go ahead and present a report at the St. Louis meeting of the Department of Superintendence. I ought to explain that that article was written last March. At that time I supposed that the National Education Association would make an appropriation for the use of its committee, to the end that we might meet and carry out the terms of our commission. No such appropriation was forthcoming, and our committee has not had a meeting. What work we have done has been done by correspondence.

Furthermore, since the article was written our committee has been

joined with committees from the Modern Language Association and the American Philological Association. The work has taken on a much wider scope than was thought of when the article was written. Under the circumstances it will be impossible to make a report in 1912.

We who are working on this committee to unify the terminology of grammar feel that our task has vast and far-reaching import. We shall be glad if other teachers will suggest to us, either specifically or generally, the course they think we should pursue. We recognize thoroughly that we are the servants, and not the masters. We only hope that no one will convince himself so thoroughly that he will find it impossible to change his mind if the committee fails to take his point of view. It is not likely that any one person will be thoroughly satisfied with the report of the committee. The question for each teacher to ask himself when he comes upon something that he doesn't like, is this: Is it not of more importance that we should have uniformity in nomenclature than that I should have my own way?

If any teachers of English desire to look further into this vexed question of varying grammatical terms, they will find an interesting article in the *Philadelphia Teacher*, written by Principal McMullin of the Longfellow High School; or, if they will address me, I shall be glad to send reprints of my *Educational Review* article of 1910.

The gravity of the present situation may be suggested by the following statements: At the present time, in twenty-five English grammar texts there are ten different names for the use of *good* in the sentence "He is good," and eighteen different names for the use of *red* in the sentence "We painted our barn red." Other names vary in much the same proportion. Is it any wonder that our students do not know English grammar?

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VOCATIONAL THEMES

The English department of the Grand Rapids High School hopes it has found a means of solving the vital problem of preparing students for their vocations in life through a system of themes taken up in its classes. Such theme subjects as "My Three Wishes," "My Ancestors," "My Church," "My Easiest Studies" in the first year, give the teacher an idea of the child's environment, his resources, and his natural gifts. In the second half-year the theme subjects, "Three Elements of Success," "Why Marshall Field Succeeded," bring out those qualities which lead